

COMPARISON OF SOCIO-ECONOMIC STATUS OF LITERATE AND ILLITERATE FAMILIES IN PAKISTAN

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ABSTRACT

Education is one of the most important ingredients of human resource in today's high technological world and literacy is the real tool of extracting maximum benefits from the marvels of technology. Illiteracy and lack of basic education is not only a cause of poor living standard of people but also impedes a reasonable and stable progress. The research under study investigated the socio-economic status of literate and illiterate families. The researcher selected literate and illiterate families as sample while using random sampling technique. Sample was divided into two groups by using random sampling technique. In the first group, both husbands and wives were literate (23 families) while in the second group both husbands and wives were illiterate (20 families). Data were collected through questionnaires and analysed in SPSS. The researcher found the difference in socio-economic status between literate and illiterate families. It was found that education enhanced the living standard of families because the educated people got good jobs in public or private offices and earned handsome amount. Children of all the families of the both groups were attending schools. The difference was in their mode of schools i.e. public or private and providing their children tuition facility. The difference in socio-economic status of the families was also found through the survey of the respondents' residence and the facilities available there. At the end, the researcher concluded that the income was the main difference which showed the socio-economic status of literate and illiterate families of the selected area.

KEYWORDS: Education, Occupation, Income, Type of Houses, Living Standards

INTRODUCTION

In today's high technological era, the most important ingredient in human resource is education and literacy is the real tool of extracting maximum benefits from the marvels of technology. Illiteracy and lack of basic education is not only responsible for poor living standard of people but also impedes a reasonable and stable progress. Education is a strong tool to bring stability of relations even among countries. History reveals that no country could speed up its growth without allowing for these aims as fundamentals. Education is one of the essential privileges that are a means for progress of nations. Pakistan is one of the developing countries. Every government has commenced a stream of five year plans that were organized so as to accomplish the millennium development goals.

Education has a strong correlation with socio-economic development. In contemporary times when the focus is on economy, the role of education becomes all the more important in the development of human capital. A society of literate and skilled citizens has more chances of development at the economic, social and political levels. Education can reduce poverty and social injustice by providing the underprivileged resources and opportunities for upward social mobility and social inclusion. Being illiterate is not only a disadvantage to the individual but also creates social complications. In a

community where one half of total population is illiterate, democracy and moral values face a lot of friction and restriction to develop. The complexity of the situation is further compounded in case of people of rural areas. Illiteracy not only affects self-reliance but also deprives people of their ability to decide their future. It directly causes cruelty and injustice.

The present research was conducted to study the socio economic status of literate and illiterate families in third world country. The topic of the study was too broad and it was not possible for the researcher to cover all aspects of the study. The poor socio-economic conditions of the sample were not only due to the literacy and illiteracy of the families in the study area but also there were many other personal and family reasons influencing their status. But the researcher had made an effort to isolate the socio-economic status of families due to literacy and illiteracy.

REVIEW OF RELATED LITERATURE

Competitiveness and demanding nature of the economic life of the people due to globalization has made human expertise development more significant. Parents are not inclined to send their young daughters to schools which are far away from their homes. In rural areas there is a shortage of school buildings and teachers who are often absent. Education is not considered meaningful. Young girls are required to stay at home and look after the younger siblings, while their mothers produce more babies and attend to work. A change in attitude towards educating girls has to be brought about by personal and public approaches. Caldwell (1999) Economic growth of a country is dependent both on the physical as well as human capital. A developed human capital has a positive effect on the economic growth, political stability and social environment. Out of different variables, education is the most important, which plays an important role in the development of human capital. Various empirical studies depict that the pace of economic growth of the developed countries could not have been achieved without a well-developed human capital.

FACTORS THAT DETERMINE SOCIO ECONOMIC STATUS

Rao and Rao (2010) Typically we can divide socioeconomic status into three categories: High SES, Middle SES, and Low SES depending upon the three areas a family or an individual may fall into. We can assess a family or individual falling into either of these categories on the basis of any or all of the three variables i.e. income, education, and occupation. Wealth can also be examined as the fourth variable when determining socioeconomic status. Some statistics have proved that factors like low income and little education are strong predictors of a range of physical and mental health problems, ranging from respiratory viruses, arthritis, coronary heart disease, and schizophrenia. The main factors which determine the socio-economic status of any individual or family are following:

Income

The term income encompasses a wide range of sources but generally referring to wages, salaries, profits, rents, and any flow of earnings received. Some other sources of income includes compensation for the unemployed or workers, social security, pensions, interests or dividends, royalties, trusts, alimony, or other governmental, public, or family financial assistance.

Education

Being a sort of objective factor as it can be figured out for all individuals separately, educational attainment is preferable to be analyzed for assessment of SES. The highest level (grade or degree) of education a person has completed can be considered to be his educational attainment. Education plays a significant role in the income of an individual.

Occupation

One more important component of Social Economic Status is the prestige one enjoys because of his occupation. Occupational prestige comprises income and educational attainment. The Occupational status of an individual shows the level of educational attainment that is required for that specific job and it also corresponds to the income levels which vary with each job and within different levels of occupations. This also corresponds to the skills that are required for the job. Occupational status is also a measure of the social position an individual enjoys by virtue of describing his qualities like job characteristics, decision making ability, command and control, capacity to face psychological demands of the job etc.

Wealth

Wealth can be defined in many ways but typically, it is a set of economic reserves or assets which present a source of security that provides a general measure of a household's ability to meet emergencies, absorb economic shocks, or provide the means to live comfortably. It is also a measure of transition from one generation to the next and accumulation of income and savings. Attainment of wealth can be predicted on the basis of various factors like income, age, religion, marital status, occupation, education, family size etc.

Eshleman and Cashion (1998) defined socioeconomic status as an assessment of person's education, occupation and income position within a particular social system. Likewise socio-economic status attainment refers to the achievement of persons' relative position of education, occupation and income within that particular social system it is widely reported that males' socio-economic status attainment compared to the females within the family and other formal organizations also varies in different cultures: socio-economic status attainment of males is higher than the females. Ramey (1994) describes the association of family socioeconomic status to children's willingness for school. He describes parents to be facing the major challenges in the process of providing optimal care and education to their children across all socioeconomic groups. These challenges become all the more alarming for poor families. According to World Bank's (1989) report negligible or non-existent investment in its people, particularly women, is one of the major obstacles to Pakistan's transformation into a dynamic, middle-income economy. Hermeto and Caetano (2009) studied the large differences between poor and rich Brazilian households regarding children's outcome which in fact was meant to understand inequality in health outcomes in the Brazilian children.

RESEARCH METHODOLOGY

In view of the nature, scope and requirement of this research, survey research procedure was adopted to assess and evaluate the socio-economic status of literate and illiterate families. The respondents constituted literate and illiterate families of village Sai, Tehsil Kahuta. According to the 2007-2008 voting list of village Sai Tehsil Kahuta there were 117 literate families (husbands and wives) in Sai, were literate and 107 families (husbands and wives) were illiterate. 20% sample was taken from each category while using random sampling technique (23 literate and 20 illiterate families).

In view of the pre-defined objectives of the study, the questionnaire included certain aspects related to measure the socio-economic status like the income of sampled group, occupation, education, living standard, type of house, the schooling of children. Validity and reliability of the questionnaire was measured during pilot study. The data for the research were collected through the personal visits of researcher.

Questionnaires were delivered to all families/respondents of the study. The cooperation of the families/respondents was good and data were collected well in time. In order to make the study meaningful, data were

analyzed according to the objectives of the study. The analysed data were presented in the tabular form along with detailed interpretation.

COMPARATIVE ANALYSIS OF LITERATE AND ILLITERATE FAMILIES

Table 1: Occupation of Families (Group 1 and Group 2)

Option	Group 1	Group 2
Govt. Job	13.0%	12.5%
Private Job	10.9%	-
Own Business	21.7%	12.5%
Labour	8.7%	15.0%
Farming	-	10.0%
Unemployed	2.2%	7.5%
House Work	43.5%	42.5%

Table 1 reveals the results of occupation of literate and illiterate families. The result shows that the majority of the families of group 1 (43.5%) and group 2 (42.5%) had work but at home. However, a small number of families of group 1 (13.0%) and group 2 (12.5%) responded that they had government job. Rest of all respondents of families were falling in different categories i.e. private jobs, own business, farming or were they unemployed. This variable is linked with the objective of the study and shows the socio-economic status of literate and illiterate families.

Table 2: Types of House (Group 1 and Group 2)

Type of House	Group 1	Group 2
Cemented (Pacca)	100.0%	95.0%
Semi-Cemented	-	05.0%
Non-Cemented (Semi-Katcha)	-	-

Table 2 documents the types of houses of literate and illiterate families. The result shows that 100% families of group 1 had cemented (pacca) houses. Only 5% of families group 2 responded that they had semi-cemented house. This was the first question under the economic characteristics which the researcher asked the families of literate and illiterate groups. The families responded in the same way as the researcher hypothesized. These results showed the living standard and economic stability of families of literate and illiterate groups.

Table 3: Personal Monthly Income (Group 1 and Group 2)

Income	Group 1	Group 2
No Income	30.4%	45.0%
Less than 3000	13.0%	15.0%
Rs. 3001 to 6000	6.5%	20.0%
Rs. 6001 to 10000	17.4%	10.0%
Rs. 10001 to 15000	8.7%	5.0%
Rs. More 15000	23.9%	5.0%

Table 3 documents the results about personal monthly income of literate and illiterate families. The results of above table show that the families of group 1 (30.4%) and group 2 (45.0%) did not have personal monthly income. However, the second majority of group 1 (23.9%) responded that they had more than Rs.15000/- and those of group 2 (20.0%) had Rs.3000 to 6000 as personal monthly income. This variable showed the socio-economic status of literate and illiterate families.

Table 4: Monthly Family Income (Group 1 and Group 2)

Monthly Family Income	Group 1	Group 2
No Income	-	12.5%
Less than 3000	-	37.5%
Rs. 3001 to 6000	6.4%	22.5%
Rs. 6001 to 10000	19.6%	27.5%
Rs. 10001 to 15000	32.6%	-
Rs. More 15000	41.3%	-

Table 4 shows the results about monthly income of literate and illiterate families. The results of the above table show that the majority of the families of group 1 (41.3%) had more than Rs.15000 monthly income. However, the families of group 2 responded that they had monthly family income not more than Rs.10000.

Table 5: Expenditure on Children's Education (Group 1 and Group 2)

Expenditure on Education	Group 1	Group 2
None	8.7%	15.0%
500 to 1500	9.6%	52.5%
1501 to 2500	36.1%	17.5%
2501 to 3500	15.2%	5.0%
3501 to 4500	10.9%	10.0%
4501 to 5500	19.5%	-

Table 5 reveals the results of expenditure on children's education of literate and illiterate families. The above results show that the majority of the families of group 1 (36.1%) spent 1500 to 2500 per month on children's education. However, 52.5% of families of group 2 responded that they spent 500 to 1500 on children's education. There was significant difference of the expenditure on children's education between the families of groups 1 and 2. The families of group 2 had not enough expenditure on their children's education because they had less personal and family monthly income as compared with other groups' families.

Table 6: Type of School (Group 1 and Group 2)

School	Group 1	Group 2
Public	52.4%	80.0%
Private	42.9%	20.0%
Semi-Public	4.8%	-

Table 6 documents the results of families of literate and illiterate groups about types of school of their children. Majority of the families of group 1 (52.4%) and group 2 (80.0%) sent their children in public schools. The other majority of families of group 1 (42.9%) and groups 2 (20.0%) responded that their children studied in private schools.

CONCLUSIONS

Most of the respondents from group 1 (both husbands and wives literate) had their own business or government and private jobs. But in group 2 (both husband and wives illiterate), most of the respondents were in labour force and farming or low ranked government jobs. A notable majority from group 2 (illiterate group) was unemployed as well. The income level of group-1 (husband literate and wife literate) was good as compared to group 2 (both husbands and wives illiterate). Literate families (group 1 both husbands and wives literate) were spending more on their children education as their children were studying in private institution than illiterate families (group 2 both husbands and wives illiterate) could not spent much. Over all Income showed major difference between the socio-economic status of literate and illiterate families of the selected area.

RECOMMENDATIONS

- Workable strategy may be made for the implementation of policy clause relating 100% enrolment at primary level. Through different modes of education community and religious leader, teacher, social worker and political leader may be informed about the advantage of education.
- Local Governments and administration may ensure 100% enrolment and it may be enforced by law and by giving incentives in monetary terms.
- Illiterate families work hard and earn less and have no access to technology or training. They are not aware of their rights and privileges. Govt may provide them facilities and opportunities for basic education in rural area and need to be trained in income generating skills and family welfare education.
- There is an extensive need to launch technological and profession-based educational policies in Pakistan generating skilled manpower which may fit in the local job market

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